

## RESOURCES

### *of the National High School Alliance Partner Organizations*

The mission of the HS Alliance is to mobilize the resources, knowledge, and capacity of individuals and organizations to work collectively in shaping policy, practice, research, and public engagement that foster high achievement, close the achievement gap, and promote civic and personal growth among all youth in our high schools and communities. The HS Alliance is a partnership of over forty organizations representing a diverse cross-section of perspectives and approaches, but sharing a common commitment to promoting the excellence, equity, and development of high-school-age youth. For more information about the partners, resources, and activities of the National High School Alliance, please visit our website at:

[www.hsalliance.org](http://www.hsalliance.org)

Resources in the following set of tables are presented alphabetically by partner organization, and are organized according to their relevance to each of the four “dimensions of change” identified by the HS Alliance as essential for significantly improving outcomes for high-school-age youth.

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## Dimension of Change: Aligned Standards and Assessment

Organization	Resource Type	Brief Description	Cost	Format/ Order Information	Contact Information
American Youth Policy Forum	Policy brief	<b><i>Rigor and Relevance: A New Vision for Career and Technical Education.</i></b> With the Carl D. Perkins Vocational and Technical Education Act due to be reauthorized in 2003, it is appropriate to ask the question, What should the role of the federal government in Career and Technical Education (CTE) be? To provide one angle on this debate, the American Youth Policy Forum (AYPF) organized a series of discussion groups with a diverse range of individuals to focus on this topic.	\$5.00 for hard copy	<a href="http://www.aypf.org/publications/aypf_rigor_0004v.3">http://www.aypf.org/publications/aypf_rigor_0004v.3</a>	Betsy Brand Co-Director 1836 Jefferson Place, NW Washington, DC 20036 202-775-9731
American Youth Policy Forum	Summary of conference proceedings	<b><i>Essentials Of High School Reform: New Forms of Assessment and Contextual Teaching and Learning.</i></b> This report speaks to a concern that much attention is being paid to greater academic achievement in core subjects, resulting in little focus on improved academic outcomes that include other valued skills, such as communication, teamwork, analytical, and interpersonal skills, that youth need to be successful.	\$8.00 for hard copy	<a href="http://www.aypf.org/pdf/EssentialsofHighSchoolReform">http://www.aypf.org/pdf/EssentialsofHighSchoolReform</a>	Betsy Brand Co-Director 1836 Jefferson Place, NW Washington, DC 20036 202-775-9731
Center on Education Policy	Policy Analyses	<b><i>State High School Exit Exams: A Baseline Report</i></b> <b><i>Measuring The Cost of State High School Exit Exams: An Initial Report;</i></b> <b><i>State High School Exit Exams: Put to the Test;</i></b> <b><i>Effects of High School Exit Exams on Dropout Rates: Summary of a Panel Discussion;</i></b> <b><i>Pay Now or Pay Later: The Hidden Costs of High School Exit Exams</i></b>	Free	<a href="http://www.ctredpol.org/highschoolexit">http://www.ctredpol.org/highschoolexit</a>	Keith Gayler, Associate Director 1001 Connecticut Ave., NW Suite 522 Washington, DC 20036 Phone: 202-822-8065

<b>Center for the Social Organization of Schools, Johns Hopkins University</b>	Research	<b><i>Locating the Dropout Crisis: Which High Schools Produce the Majority of the Nation's Dropouts, Where are they Located, and Who Attends Them?</i></b> Using data compiled by the National Center for Education Statistics, researchers Robert Balfanz and Nettie Legters measured the "promoting power" of 10,000 regular and vocational high schools that enroll more than 300 students. They compared the number of freshmen in each school to the number of seniors there four years later.	Free	<a href="http://www.csos.jhu.edu/news.htm">http://www.csos.jhu.edu/news.htm</a>	Nettie Legters Research Scientist 3003 N. Charles St., Suite 200 Baltimore, MD 21218 410-516-8874
<b>Council of the Great City Schools</b>	Research Analysis	<b><i>Beating the Odds III</i></b> A City-By-City Analysis of Student Performance And Achievement Gaps On State Assessments - Results from 2001-2002 School Year	Free	<a href="http://www.cgcs.org/reports/beat_the_oddsIII.html">http://www.cgcs.org/reports/beat_the_oddsIII.html</a>	Shirley Schwartz Director, Special Projects 1301 Pennsylvania Ave, NW Washington, DC 20004 202-373-2427
<b>Education Alliance at Brown University</b>	Technical assistance to state high school reform planning teams	Statewide information gathering strategy for planning a statewide high school reform initiative including: Student Forums; Focus Groups; Facilitation; Accessing/incorporating Research; Writing/editing	Negotiable	<a href="http://www.alliance.brown.edu">http://www.alliance.brown.edu</a>	Joe DiMartino, Director Secondary School Redesign 222 Richmond Street Providence, RI 02903 Phone: 800-521-9550
<b>Education Alliance at Brown University</b>	Online Resource	<b><i>High School Accreditation and Restructuring</i></b> A resource for New England high schools implementing the new Standards for Accreditation developed by the New England Association of Schools and Colleges Commission on Public Secondary Schools. Our goal is to provide up-to-date information on the new accreditation standards and to guide schools in their conversations about accreditation and reform efforts in New England high schools.	Free	<a href="http://www.alliance.brown.edu/pubs/neasc/">http://www.alliance.brown.edu/pubs/neasc/</a>	Joe DiMartino, Director Secondary School Redesign 222 Richmond Street Providence, RI 02903 Phone: 800-521-9550

<b>Education Alliance at Brown University</b>	Publication	<p><b><i>Benchmarks for Success in High School Education: Putting Data to Work in School-to-Career Education Reform</i></b></p> <p>Presents a process for holding accountable all of the players involved in establishing community-connected learning as a whole-school reform strategy - schools, business and community partners, post secondary partners, and school districts.</p> <p><b><i>Data-Driven High School Reform: The Breaking Ranks Model</i></b></p> <p>Describes how data can be used to support a school reform process, while also providing practitioners with concrete examples and useful methods to bring about change.</p>	Free	<a href="http://www.alliance.brown.edu/pubs/benchmarks/benchmarks.pdf">http://www.alliance.brown.edu/pubs/benchmarks/benchmarks.pdf</a>	Joe DiMartino, Director Secondary School Redesign 222 Richmond Street Providence, RI 02903 Phone: 800-521-9550
<b>Education Trust</b>	Report	<p><b><i>Telling the Whole Truth (or Not) About High School Graduation Rates</i></b></p> <p>This report highlights the need for states to better report their high school graduation data. Ultimately, this data should result in greater awareness of how many students, particularly low-income and minority students make it through high school.</p>		<a href="http://www2.edtrust.org/NR/rdonlyres/4DE8F2E0-4D08-4640-B3B0-013F6DC3865D/0/tellingthetruthgradrates.pdf">http://www2.edtrust.org/NR/rdonlyres/4DE8F2E0-4D08-4640-B3B0-013F6DC3865D/0/tellingthetruthgradrates.pdf</a>	Director 1250 H St. NW, Suite 700 Washington, DC 20005 PH: 202-293-1217
<b>Forum for Youth Investment</b>	Testimony	<p><b><i>The High School Diploma: Making It More Than An Empty Promise</i></b></p> <p>Prepared for Senate Standing Committee on Education Hearing on Senate Bill 1731</p>	Free	<a href="http://www2.edtrust.org/NR/rdonlyres/ABE868B6-2800-4347-B56E-954C7D32A209/0/Edu_trust_west_booklet.pdf">http://www2.edtrust.org/NR/rdonlyres/ABE868B6-2800-4347-B56E-954C7D32A209/0/Edu_trust_west_booklet.pdf</a>	Francine Joselowsky Senior Program Associate The Cady-Lee House 7064 Eastern Avenue NW Washington, DC 20012 202.207.3333
<b>Forum for Youth Investment</b>	Commentary	<p><b><i>Inputs for Learning Environments: Consistencies across Education and Youth Development Research</i></b></p> <p>This resource briefly discusses this expansion of the concept of learning and presents a side-by-side comparison of several efforts to identify the essential features of environments that foster learning and development.</p>	Free	<a href="http://www.forumforyouthinvestment.org/comment/inputsforlearning.pdf">www.forumforyouthinvestment.org/comment/inputsforlearning.pdf</a>	Francine Joselowsky Senior Program Associate The Cady-Lee House 7064 Eastern Avenue NW Washington, DC 20012 202.207.3333

<b>Institute for Educational Leadership</b>	Policy	<p><b><i>Perspectives in Public Policy: Connecting Higher Education and the Public Schools</i></b></p> <p>This publication series seeks to promote public and educational policies designed to strengthen linkages between higher education and the schools. Reports in the series are addressed to policymakers:</p> <p><b><i>Gathering Momentum: Building the Learning; Connection Between Schools and Colleges; Overcoming the High School Senior Slump: New Education Policies;</i></b></p> <p><b><i>All One System: A Second Look; Higher Education and the Schools; Doing Comparatively Well: Why the Public Loves Higher Education and Criticizes K-12</i></b></p>	\$15 per copy	<a href="http://www.iel.org/pubs.html#cheps">http://www.iel.org/pubs.html#cheps</a>	Institute for Educational Leadership 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 Tel: (202) 822-8405
<b>Institute for Educational Leadership</b>	State and regional policy analysis	<p><b><i>Comparative Analyses of High-School-Specific State Policies</i></b> A series of presentations of regional analyses of state policies relevant to high school reform. After reviewing the trends in high school completion and college readiness nationally, state policies are reviewed by policy sets. These sets include: state systems of support (the basic policies that states provide to support education), academic rigor (policies to improve student learning), accountability (measuring student learning), and policies that support the development of a system/portfolio of schools (alternatives for student learning). Included with this presentation is a matrix of high school specific policies for comparison of each state.</p>	Contact for presentation or for written analysis of each region	<a href="http://www.hsalliance.org">www.hsalliance.org</a>	Monica Martinez Senior Associate 1001 Connecticut Ave, NW Suite 310 Washington, DC 20036 202-822-8405

<b>Jobs for the Future</b>	Book	<p><b><i>Double the Numbers: Increasing Postsecondary Credentials for Underrepresented Youth</i></b></p> <p>This book highlights emerging strategies--at state, district, and school levels--for improving postsecondary outcomes. This book explores policies that are likely to serve as building blocks in any "next phase" of education reform that tackles the dual problems of high school completion and postsecondary access and success. The many contributions from leading education experts, including Kati Haycock, Robert Schwartz, and Marc Tucker, address these issues from a number of distinct perspectives and provide useful insight for policymakers, administrators, and teachers as they envision and frame strategies for this next great school reform effort.</p>	Free	<p>To order, contact the publisher, Harvard Education Press, at 1.800.513.0763 or online at <a href="http://www.jff.org/jff/kc/library/0207">http://www.jff.org/jff/kc/library/0207</a></p>	<p>Adria Steinberg Program Director 88 Broad St., Boston, MA 02110 617.728.4446</p>
<b>Jobs for the Future</b>	State Policy	<p><b><i>Redesigning High Schools: The Unfinished Agenda in State Education Reform;</i></b>  <b><i>Multiple Pathways and State Policy: Toward Education and Training Beyond High School;</i></b>  <b><i>Ready for Tomorrow: Helping All Students Achieve Secondary and Postsecondary Success;</i></b>  <b><i>Four Building Blocks for a System of Educational Opportunity: Developing Pathways To and Through College for Urban Youth;</i></b>  <b><i>Why We Need a New Secondary School System: An Agenda for State Leaders</i></b></p>	Free	<a href="http://www.jff.org/jff/kc/library/0161">http://www.jff.org/jff/kc/library/0161</a>	<p>Adria Steinberg Program Director 88 Broad St., Boston, MA 02110 617.728.4446</p>
<b>National Association of State Boards of Education</b>	Policy Guide	<p><b><i>No Child Left Behind and Rural Education: Implications for Policy and Practice</i></b></p> <p>A thorough sourcebook that provides states and districts with information and guidance on sixteen specific areas of the NCLB that are most likely to impact rural and small schools. Includes relevant text of the law, policy implications, notes on district implementation, and federal non-regulatory guidance.</p>	\$35.00	<a href="http://www.nasbe.org/index.html">http://www.nasbe.org/index.html</a>	<p>Michael Hill, Deputy Director 277 South Washington Street, Suite 100 Alexandria, VA 22314 Phone (703) 684-4000</p>
<b>National Center on Education and the Economy</b>	Policy White Paper	<p><b><i>High School and Beyond: The System is the Problem—And the Solution</i></b></p> <p>A white paper on school reform proposing a new American secondary education system.</p>	Free	<a href="http://www.ncee.org/ncee/policyforum/s/index.jsp?setProtocol=true">http://www.ncee.org/ncee/policyforum/s/index.jsp?setProtocol=true</a>	<p>Gretchen Cheney Senior Associate 555 13<sup>th</sup> Street, NW Suite 500 West Washington, DC 20004 Phone: 202-783-3668 x. 2102</p>

<b>National Center on Education and the Economy</b>	Book	<b><i>Standards for Our Schools: How to Set Them, Measure Them, and Reach Them</i></b> A practical book that lays out a step-by-step plan to get struggling students to high standards.	\$20	<a href="http://www.ncee.org">www.ncee.org</a>	Gretchen Cheney Senior Associate 555 13 <sup>th</sup> Street, NW Suite 500 West Washington, DC 20004 Phone: 202-783-3668
<b>National Center on Education and the Economy</b>	Performance Standards	<b><i>New Standards Performance Standards</i></b> Performance standards and portfolios for English language arts, mathematics, science and applied learning	\$45	<a href="http://www.ncee.org">www.ncee.org</a>	Gretchen Cheney Senior Associate 555 13 <sup>th</sup> Street, NW Suite 500 West Washington, DC 20004 Phone: 202-783-3668
<b>National Forum to Accelerate Middle-Grades Reform</b>	Policy Statement	<b><i>High-Stakes Testing</i></b> With public demand and recent federal legislation calling for high standards and improved student performance, virtually every state in the nation has created and administered statewide tests that measure student progress over time. The requirements of the No Child Left Behind Act of 2001 will result in increased use of these tests. After careful deliberation, the National Forum to Accelerate Middle-Grades Reform has endorsed the following policy statement.	Free	<a href="http://www.mgforum.org/Policy/policy.asp">http://www.mgforum.org/Policy/policy.asp</a>	Deborah Kasak Executive Director EDC 55 Chapel Street Newton, MA 02458-1060 mgforum@edc.org
<b>National High School Alliance</b>	Report	<b><i>Crisis or Possibility? Conversations About the American High School</i></b> This report looks at how leaders are beginning to transform America's traditional, comprehensive high school in ways that make it responsive to the needs of all students. Based on proceedings from a series of conferences in the fall of 2003, the report identifies seven "key levers for change," and exposes the gaps and challenges that remain	Free	<a href="http://www.hsalliance.org/">http://www.hsalliance.org/</a>	Naomi Housman, Project Director 1001 Connecticut Avenue, NW Suite 301 Washington, DC 20036 Phone: 202-822-8405
<b>National High School Alliance</b>	State Policy Analysis	<b><i>All Over the Map: State Policies to Improve the High School</i></b> This report examines trends, policy assumptions and tensions that key state education statutes and board requirements hold for high schools. The state policies considered are divided into three categories: policies specific to high schools, such as compulsory schooling, Carnegie Units and curriculum, and General Education Development.	Free	<a href="http://www.hsalliance.org/">http://www.hsalliance.org/</a>	Monica R. Martinez Senior Program Associate, Institute for Educational Leadership 1001 Connecticut Avenue, NW Suite 301 Washington, DC 20036 Phone: 202-822-8405

<b>National Organization of State Directors of Career Technical Education Consortium</b>	Career Technical Education	<b><i>Career Clusters</i></b> Partnership programs that link what students learn in school with the knowledge and skills they need for success in college and careers. Career clusters identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace, so students can learn in school and what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.	Contact for more information	<a href="http://www.careerclusters.org/">http://www.careerclusters.org/</a>	Kimberly Green Executive Director 444 North Capitol St., NW Washington, DC 20001 202-737-0303
<b>Pathways to College Network</b>	Policy Report	<b><i>A Shared Agenda: A Leadership Challenge to Improve College Access and Success</i></b> Summarizes key findings and recommendations for improving and expanding college access and success for underserved students.	Free	<a href="http://www.pathwaystocollege.net/Web_Form/Web_Form.htm">http://www.pathwaystocollege.net/Web_Form/Web_Form.htm</a>	Ann Coles Senior Vice President and Director 31 St. James Ave Boston, MA 02116 617-426-0681
<b>Rural School and Community Trust</b>	Authentic Assessment Tool	<b><i>Place-Based Learning Portfolio</i></b> A self-evaluation system in which school and community groups gather evidence of their place-based learning efforts, tell the story of their work while drawing on that evidence, and then analyze and reflect on their progress toward their goals.	Free	<a href="http://www.ruraledu.org/topics/placebased.htm">http://www.ruraledu.org/topics/placebased.htm</a>	Rachel Tompkins President 1825 K Street NW, Suite 703 Washington, DC 20006 Telephone: (202) 955-7177
<b>University of Georgia</b>	Research Synthesis	<b><i>New Directions for High School Career and Technical Education in the 21<sup>st</sup> Century</i></b> A follow-up paper based on work with the Office of Vocational and Adult Education.	\$8.50	See contact information	Dr. Richard Lynch Professor, Occupational Studies 227 River's Crossing 850 College Station Rd. Athens, GA 30602 706-542-4688



## Dimension of Change: School and District Innovations

Organization	Resource Type	Brief Description	Cost	Format/ Order Information	Contact Information
American Federation of Teachers	Synthesis of Programs	<i>Building on the Best, Learning from What Works: Six Promising School Wide Reform Programs</i>	Free	<a href="http://www.aft.org/edissues/downloads/remread.pdf">http://www.aft.org/edissues/downloads/remread.pdf</a>	Linda Stelly Vice President, Educational Issues 555 New Jersey Ave, NW Washington, DC 20001
American Youth Policy Forum	Practice brief	<i>Essentials Of High School Reform: New Forms of Assessment and Contextual Teaching and Learning.</i> This report speaks to a concern that much attention is being paid to greater academic achievement in core subjects, resulting in little focus on improved academic outcomes that include other valued skills, such as communication, teamwork, analytical, and interpersonal skills, that youth need to be successful.	\$8.00 for hard copy	<a href="http://www.aypf.org/pdf/EssentialsofHighSchoolReform.pdf">http://www.aypf.org/pdf/EssentialsofHighSchoolReform.pdf</a>	Betsy Brand Co-Director 1836 Jefferson Place, NW Washington, DC 20036 202-775-9731
American Youth Policy Forum	Synthesis and analysis of promising reforms	<i>Finding Common Ground: Service-Learning and Education Reform</i> This report reveals areas of compatibility between leading Comprehensive School Reform (CSR) programs and key elements of service-learning. The report shows that most CSR models provide opportunities for students to apply their knowledge and skills to real-life situations, address local community issues and interests, and develop civic skills and competencies.	\$10.00 for hard copy	<a href="http://www.aypf.org/publications/findingcommonground.pdf">http://www.aypf.org/publications/findingcommonground.pdf</a>	Betsy Brand Co-Director 1836 Jefferson Place, NW Washington, DC 20036 202-775-9731

<b>American Youth Policy Forum</b>	Practice and Policy Brief	<p><b><i>Finance and Resource Issues in High School Reform.</i></b></p> <p>This report summarizes discussions between education and youth development leaders regarding the need to address financial and resource challenges in four distinct areas: 1) allocation and alignment of resources to support standards-based reform and higher expectations for all students, 2) generating resources for the interventions and specialized programs necessary to support the learning of students with special needs, 3) allocating resources to support learning in alternative education settings, and 4) developing funding strategies for dual enrollment programs.</p>	\$8.00 for hard copy	<a href="http://www.aypf.org/pdf/FinanceandResourceIssue sinHighSchoolReform.pdf">http://www.aypf.org/pdf/FinanceandResourceIssue sinHighSchoolReform.pdf</a>	Betsy Brand Co-Director 1836 Jefferson Place, NW Washington, DC 20036 202-775-9731
<b>Buck Institute for Education</b>	Curriculum and instructional tools	To make secondary schools and classrooms more effective through the use of problem and project based instruction, BIE creates curriculum materials, trains teachers in their use, and conducts and disseminates research. Current programs target high school social science. Over the next 5 years, we will provide teachers with additional problem based units for high school government/civics, world history, geography, world cultures, and US history. Resources now available include problem-based units for Economics and Government; Learning Handbook; Professional Development; Online Training ; Research on Engaging Classroom Instruction and Technology	Free	<a href="http://www.bie.org">http://www.bie.org</a>	John R. Mergendoller, Executive Director 18 Commercial Boulevard Novato, CA 94949 Phone: 415-883-0122

<b>Center for Social Organization of Schools, Johns Hopkins University</b>	Reform Design	<p><b><i>Talent Development High School with Career Academies</i></b></p> <p>TDHS is a comprehensive reform model for large high schools that face serious problems with student attendance, discipline, achievement scores, and dropout rates. The model consists of specific changes in school organization and management to establish a strong, positive school climate for learning; curricular and instructional innovations to transition all students into advanced high school work in English and mathematics; parent and community involvement activities to encourage college awareness; and professional development systems to support the implementation of the recommended reforms.</p>	Contact for more information	<a href="http://www.csos.jhu.edu/tchs/model.htm">http://www.csos.jhu.edu/tchs/model.htm</a>	Nettie Legters Research Scientist 3003 N. Charles St., Suite 200 Baltimore, MD 21218 410-516-8874
<b>Center for Social Organization of Schools, Johns Hopkins University</b>	Report	<p><b><i>Small Learning Communities Meet School-to-Work: Whole-School Restructuring for Urban Comprehensive High Schools</i></b></p> <p>This report describes reform practices schools are implementing to realize the vision set forth in NASSP's <i>Breaking Ranks</i>, which calls for changes in curriculum, instruction, assessment, schools organization, professional development, community partnerships, and leadership in American high schools</p>	\$6.50	<p>CRESPAR Report No. 31 (January 1999) CSOS Publications</p> <p><a href="http://www.csos.jhu.edu/tchs/">http://www.csos.jhu.edu/tchs/</a></p>	Nettie Legters Research Scientist 3003 N. Charles St., Suite 200 Baltimore, MD 21218 410-516-8874
<b>Center for Youth Development and Education, Commonwealth Corporation</b>	Programs for youth and technical assistance	<p>CYDE expands learning and career development opportunities for youth, especially those who are at risk of not completing high school, entering post-secondary education or training, or acquiring the skills necessary for success in the demanding, high-skills economy of the twenty-first century. Programs include: Another Route to College (ARC); Diploma Plus; DYS Education; LiteracyWorks; MassFutures; SUCCESS (CS<sup>2</sup>). CYDE offers a variety of products and services, including free, easily-searchable Census data, fee-for-service consulting services, and professional development workshops.</p>	Contact for more information	<a href="http://www.cyde.us">http://www.cyde.us</a>	Ephraim Weisstein Vice President and Director, CYDE 529 Main Street, Suite 110 Boston, MA 02129-1125 T. [617] 727-8158

<b>Coalition of Essential Schools National</b>	Reform Design	<p><b><i>CES Schools</i></b></p> <p>CES schools share a common set of beliefs about the purpose and practice of schooling, known as the CES Common Principles. Common Principles - emphasizing equity, personalization, and intellectual vibrancy - serve as a guide to creating schools that will nurture students to reach their fullest potential. CES offers resources to assist schools with school design, classroom practice, leadership, and community connections.</p>	Contact for more information	<a href="http://www.essentialschools.org/pub/ces_docs/about/about.html">http://www.essentialschools.org/pub/ces_docs/about/about.html</a>	Director 1814 Franklin Street Suite 700 Oakland, CA 94612 510-433-1913
<b>Coalition of Essential Schools National</b>	Reform Initiative	<p><b><i>CES Small Schools Project</i></b></p> <p>CES has launched a five-year initiative to create the following: A network of 20 CES Mentor High Schools, actively engaged in spawning new schools through on-site programs; Ten new CES high schools, with emphasis on CES principles for teaching and learning; Five improved CES schools, with potential to become new mentor sites; CES ChangeLab, an online resource that provides behind-the-scenes access to the best practices of the CES Mentor Schools; A "Mentor Schools Guide," paving the way for other schools to become mentor schools; A strengthened network of CES regional centers with the capacity to assist in the creation and re-configuration of new small high schools</p>	Contact for more information	<a href="http://www.essentialschools.org/pub/ces_docs/ssp/ssp.html">http://www.essentialschools.org/pub/ces_docs/ssp/ssp.html</a>	Director 1814 Franklin Street Suite 700 Oakland, CA 94612 510-433-1913
<b>College Board</b>	Program for Students and Educators	<p><b><i>SpringBoard</i></b></p> <p>This is a comprehensive program that prepares all students from the 6th through 12th grade to succeed in college-level work, such as Advanced Placement courses or in a university or college setting. Based on the rigorous College Board Standards for College Success, SpringBoard has been developed specifically to encourage all students to meet high expectations. Engaging academics are fully integrated with professional development, instructional materials, resources and diagnostics.</p>	Contact for more information	<a href="http://www.collegeboard.com">www.collegeboard.com</a>	Tom Rudin, Vice President, Corporate and Foundation Relations 1233 20th Street, NW Washington, DC 20036 Phone: (202) 822-5900

<b>College Board</b>	Reform Design	<i><b>College Board Schools, Centers of Learning</b></i> for secondary students, grades six through 12, are being developed to support our organizational mission of preparing every child for access to and success in college, particularly those students in urban environments. The schools are vision-driven, learning organizations where every member of the faculty is required to engage in action research projects in order to maintain a culture of inquiry around those practices and programs selected to maximize student success. We assume that our students will achieve academic success throughout their six years in a College Board School, and that all students will be prepared for college. College Board Schools create cultures that meet standardized outcomes by personalizing the work of faculty and students. In September 2004, six new College Board Schools will open within the New York City Public School District.	Contact for more information	<a href="http://www.collegeboard.com">www.collegeboard.com</a>	Tom Rudin, Vice President, Corporate and Foundation Relations 1233 20th Street, NW Washington, DC 20036 Phone: (202) 822-5900
<b>Cross City Campaign for Urban School Reform</b>	Reform guide	<i><b>Small Schools Big Imaginations: A Creative Look at Urban Public Schools</b></i> This book provides information to support people advocating for small schools at all levels as well as those working develop new and improve existing small schools.	Order online	<a href="http://www.crosscity.org/pubs/index.htm">http://www.crosscity.org/pubs/index.htm</a>	Diana Nelson Executive Director 407 South Dearborn Street, Suite 1500 Chicago, IL 60605 312.322.4880
<b>Education Alliance at Brown University</b>	Publication	<i><b>Growing Toward Systemic Change: Developing Personal Learning Plans at Montpelier High School</b></i> This publication explores how one public high school managed to move into an innovative structure featuring personal learning plans for all students and results in a portrait of one school's process of growing a successful program.	Free	<a href="http://www.alliance.brown.edu/pubs/Grow_Sys_Change.pdf">http://www.alliance.brown.edu/pubs/Grow_Sys_Change.pdf</a>	Joe DiMartino, Director Secondary School Redesign 222 Richmond Street Providence, RI 02903 Phone: 800-521-9550
<b>Education Alliance at Brown University</b>	Publication	<i><b>Perspectives on Policy and Practice: Student-Centered High Schools</b></i> This resource examines key issues and questions in changing high school practices to improve each student's learning experience, and explores the strategy of tailoring educational practices in high school to the learning needs of adolescents.	Free	<a href="http://www.alliance.brown.edu/pubs/perspectives/stntctrhs.pdf">http://www.alliance.brown.edu/pubs/perspectives/stntctrhs.pdf</a>	Joe DiMartino, Director Secondary School Redesign 222 Richmond Street Providence, RI 02903 Phone: 800-521-9550

<b>Education Alliance at Brown University</b>	Publication	<b><i>Changing Systems to Personalize Learning - Introduction to the Personalization Workshops</i></b> Designed to help understand strategies for personalization at every level of the educational system—from the student to the school to the larger community—and to plan an approach to change that will engage people at each of these levels.	Free	<a href="http://www.alliance.brown.edu/pubs/changing_systems/index.html">http://www.alliance.brown.edu/pubs/changing_systems/index.html</a>	Joe DiMartino, Director Secondary School Redesign 222 Richmond Street Providence, RI 02903 Phone: 800-521-9550
<b>Education Alliance at Brown University</b>	Publication	<b><i>Changing Systems to Personalize Learning - The Power of Advisories</i></b> Helps teams develop ways to introduce an adult advocate into the life of every student to help guide student planning, learning, and assessment.	Free	<a href="http://www.alliance.brown.edu/pubs/changing_systems/index.shtml">http://www.alliance.brown.edu/pubs/changing_systems/index.shtml</a>	Joe DiMartino, Director Secondary School Redesign 222 Richmond Street Providence, RI 02903 Phone: 800-521-9550
<b>Education Alliance at Brown University</b>	Research and Evaluation Services	<b><i>School Needs Assessment</i></b> Conduct evaluations that help schools develop sound recommendations and action plans for their educational initiatives, including developing and conducting surveys, field-based data collection, and performing qualitative and quantitative analyses	Negotiable	<a href="http://www.alliance.brown.edu">http://www.alliance.brown.edu</a>	Joe DiMartino, Director Secondary School Redesign 222 Richmond Street Providence, RI 02903 Phone: 800-521-9550
<b>Forum for Youth Investment</b>	Online technical assistance services, resources and tools	<b><i>High School Pupil Success Act Technical Assistance Web Site</i></b> The High School Pupil Success Act (HSPSA) is intended to increase student success by supporting the development of district-community alliances, public engagement, school transformation and systemic district reform and to develop models for high school reinvention efforts in eleven California communities. FYI is partnering with the Office of the Secretary of Education and the CA Department of Education to provide support and technical assistance to district-community alliances.	Free	<a href="http://www.forumforyouthinvestment.org/hspsa/hspsa">http://www.forumforyouthinvestment.org/hspsa/hspsa</a>	Francine Joselowsky Senior Program Associate The Cady-Lee House 7064 Eastern Avenue NW Washington, DC 20012 202.207.3333

<b>Forum for Youth Investment</b>	Tool	<p><b><i>Sample Matrix for Analyzing Reform Proposals</i></b></p> <p>It is important to be on the lookout not only for core beliefs that reflect a youth-centered approach to learning, but also for concrete evidence that these beliefs are translated into 1) current or proposed structures, 2) specific reform strategies, and 3) outcomes and accountability systems described by the districts. This matrix maps each of five themes of a youth-centered approach against four areas of change, charting the extent to which the themes are reflected in various aspects of the districts' plans.</p>	Free	<a href="http://www.forumforyouthinvestment.org/workingpapers/newdirections">www.forumforyouthinvestment.org/workingpapers/newdirections</a>	Francine Joselowsky Senior Program Associate The Cady-Lee House 7064 Eastern Avenue NW Washington, DC 20012 202.207.3333
<b>Forum for Youth Investment</b>	Tool	<p><b><i>Alliances for High School Reform Self-Assessment Tool</i></b></p> <p>The purpose of this assessment tool is to gain an overall picture of your alliance's progress to date in several areas that are critical for successful high school reform. It is designed to help districts identify areas of strength and those needing further development, and prioritize the areas needing further development. View the Facilitator Guide</p>	Free	<a href="http://www.forumforyouthinvestment.org/hspas/insituteres">http://www.forumforyouthinvestment.org/hspas/insituteres</a>	Francine Joselowsky Senior Program Associate The Cady-Lee House 7064 Eastern Avenue NW Washington, DC 20012 202.207.3333
<b>Forum for Youth Investment</b>	Workshop/ Tools	<p><b><i>Designing and Implementing Student-Centered High Schools</i></b></p> <p>The goal of this workshop was to explore what it takes to create classroom and school environments that consistently put young people and what we know about their development at the center. Issues addressed included how decisions about curriculum, instruction, assessment, safety and security, guidance, and governance are influenced when we put students first and prioritize relationships and personalization.</p>	Free	<a href="http://www.forumforyouthinvestment.org/hspas/jan04workres">http://www.forumforyouthinvestment.org/hspas/jan04workres</a>	Francine Joselowsky Senior Program Associate The Cady-Lee House 7064 Eastern Avenue NW Washington, DC 20012 202.207.3333
<b>Institute for Educational Leadership</b>	Online network	<p><b><i>Theme High Schools Network (THiSNET)</i></b></p> <p>This website is designed to connect theme-based high schools across the country and to provide educators with support and ideas for the successful development and implementation of such schools. The central feature of THiSNET.org is an online database of theme-based schools. The website also includes research and resources, and media coverage about theme schools.</p>	Free	<a href="http://www.thisnet.org/">http://www.thisnet.org/</a>	Monica R. Martinez Senior Associate 1001 Connecticut Ave, NW Suite 301 Washington, DC 20036 Phone: 202-822-8405



<b>Institute for Research and Reform in Education</b>	Reform Design	<p><b><i>First Things First</i></b>  FTF provides a clear but flexible framework for reform that districts and schools can adapt to their specific needs. Using the FTF framework, schools focus on three goals: Strengthening relationships among students and adults; Improving teaching and learning; Reallocating budget, staff and time to achieve the first two goals.  IRRE staff and consultants work with schools as they organize into small learning communities, involve families in supporting student success and develop new ways to engage all students in achieving high standards. Over time, schools implementing FTF expect to prepare <u>all</u> students for success in post-secondary education and high-quality employment.</p>	Contact for more information	<a href="http://www.irre.org">www.irre.org</a>	Laurie Levin Director 1420 Locust St., Suite 7Q Philadelphia, PA 19102 Phone: 215-545-1335
<b>Institute for Research and Reform in Education</b>	Guide	<p><b><i>A Guide to Common Planning Time</i></b>  This guide provides a detailed explanation of common planning time. Strategies for how to use planning time effectively and how to work efficiently with colleagues are included.</p>	Free	Copies available upon request from IRRE.	Laurie Levin Director 1420 Locust St., Suite 7Q Philadelphia, PA 19102 Phone: 215-545-1335
<b>Institute for Research and Reform in Education</b>	Position Paper	<p><b><i>Getting Off The Dime: First Steps Toward Implementing First Things First</i></b>  The report also provides suggestions for how districts and schools can start the process of transforming their secondary schools into places where all students can learn.</p>	Free	<a href="http://www.irre.org/pdf/files/getting_off_the_dime.pdf">http://www.irre.org/pdf/files/getting_off_the_dime.pdf</a>	Laurie Levin Director 1420 Locust St., Suite 7Q Philadelphia, PA 19102 Phone: 215-545-1335
<b>Institute for Research and Reform in Education</b>	Independent Evaluation Report	<p><b><i>First Things First: Creating the Conditions and Capacity for Community Wide Reform in an Urban School District</i></b>  This report provides the first in-depth look at how this comprehensive reform is initiated and details the six main strategies used to garner support for the reform and to foster its implementation.</p>	Free	<a href="http://www.ydsi.org/ydsi/pdf/First_Things_First.pdf">http://www.ydsi.org/ydsi/pdf/First_Things_First.pdf</a>	Laurie Levin Director 1420 Locust St., Suite 7Q Philadelphia, PA 19102 Phone: 215-545-1335



<b>Institute for Research and Reform in Education</b>	Research Synthesis	<p><b><i>First Things First: A Research Brief on Initial Outcomes</i></b></p> <p>This research brief provides an overview of the First Things First research design, data sources, and research questions. The report summarizes both the quality of implementation and key student outcomes associated with implementation of FTF in our partner schools and districts.</p>	Free	Copies available upon request from IRRE. .	Laurie Levin Director 1420 Locust St., Suite 7Q Philadelphia, PA 19102 Phone: 215-545-1335
<b>Institute for Research and Reform in Education</b>	Technical Manual for Reform Surveys	<p><b><i>Research Assessment Package for Schools (RAPS) Manual</i></b></p> <p>This manual all information necessary to administer the RAPS surveys for students, teachers, and parents. There is also a strategy for assessing student record data. The manual contains an introduction to the theoretical model upon which the RAPS questionnaires are based, copies of the actual questionnaires, scoring and interpretation options, reliability and validity information.</p>	Free	Copies available upon request from IRRE.	Laurie Levin Director 1420 Locust St., Suite 7Q Philadelphia, PA 19102 Phone: 215-545-1335
<b>Jobs for the Future</b>	Policy and practice brief	<p><b><i>Creating Schools That Work: Lessons for Reform from Successful Urban High Schools</i></b></p> <p>Policymakers and practitioners need evidence to guide decision making on improving high school student achievement. The Center for Education Research &amp; Policy at MassINC, Jobs for the Future, and the Center for Collaborative Education partnered to explore this critical issue and generate discussion around possible strategies for leveraging best practices used in Massachusetts urban high schools. CERP identified nine urban schools that show, to varying degrees, that they can get impressive academic results with the student populations education reform is meant to serve.</p>	Free	<a href="http://www.jff.org/jff/kc/library/0212">http://www.jff.org/jff/kc/library/0212</a>	Adria Steinberg Program Director 88 Broad St. Boston, MA 02110 617.728.4446

<b>Jobs for the Future</b>	Reform initiatives	<b><i>Improving Youth Transitions</i></b> Jobs for the Future studies, supports, and develops ways to provide young people—particularly those who are poorly served by current educational and employment systems—with the learning and credentials they need to make the transition to productive adulthood. Innovative approaches include: Accelerated Advancement; Broadening Community Accountability; Creating Multiple Pathways; Designing Effective Learning Environments; Reinventing High Schools	Contact for more information	<a href="http://www.earlycolleges.org/">http://www.earlycolleges.org/</a>	Adria Steinberg Program Director 88 Broad St. Boston, MA 02110 617.728.4446
<b>Jobs for the Future</b>	Policy and practice report	<b><i>The Dropout Crisis: Promising Approaches in Prevention and Recovery</i></b> This report describes current practice in both prevention and recovery, highlighting promising approaches that can help reduce stubbornly high dropout rates. It concludes with recommendations for state policymakers seeking to promote a more systemic approach to the dropout crisis: count dropouts accurately in accountability measures; provide adequate financing for programming that meets the needs of dropouts; and make connections to postsecondary education, particularly community colleges.	Free	<a href="http://www.jff.org/jff/kc/library/0232">http://www.jff.org/jff/kc/library/0232</a>	Adria Steinberg Program Director 88 Broad St. Boston, MA 02110 617.728.4446
<b>Jobs for the Future</b>	Policy and practice report	<b><i>From the Prison Track to the College Track: Pathways to Post-Secondary Success for Out-of-School Youth</i></b> The aim of this report is to help high school dropouts to get off the streets and back in school. The JFF report examines separate types of programs that will help students from the age of 16-24 move through high school and help to establish a path all the way to employment. According to the report, for every 100 students who enter 9th grade, 67 graduate and only 38 of them will attend college. The report also looks at four case studies of identify the "best practices" to show how out-of-schools .	Free	<a href="http://www.jff.org/jff/PDFDocuments/prisontrack.pdf">http://www.jff.org/jff/PDFDocuments/prisontrack.pdf</a>	Adria Steinberg Program Director 88 Broad St., Boston, MA 02110 617.728.4446

<b>Jobs for the Future</b>	Practitioners' Guide	<p><b><i>Knowing and Doing. Connecting Learning and Work</i></b></p> <p>This book reviews high-quality learning strategies that are rigorous and applied. It includes a comprehensive overview of project-based opportunities for students, methods for incorporating school-to-career approaches into teaching practices, and examples of their successful application in real-world contexts.</p>	Free	<a href="http://www.jff.org/jff/kc/library/0076">http://www.jff.org/jff/kc/library/0076</a>	Adria Steinberg Program Director 88 Broad St., Boston, MA 02110 617.728.4446
<b>MDRC</b>	Evaluation/Report	<p><b><i>Scaling Up First Things First Site Selection and the Planning Year</i></b></p> <p>This report covers the first 22 months of the Scaling Up First Things First project (November 1999-August 2001), a period that included the selection of these sites and the planning year for the first group of schools.</p>	Free	<a href="http://www.mdrc.org/publications/88/overview.html">http://www.mdrc.org/publications/88/overview.html</a>	Corinne Herlihy Research Analyst 16 East 34th Street New York, NY 10016 ph: 212-340-8816
<b>MDRC</b>	Evaluation/Report	<p><b><i>Foundations for Success Case Studies of How Urban School Systems Improve Student Achievement</i></b></p> <p>Some of the nation's fastest improving urban school systems are raising overall academic performance while reducing achievement gaps among students of different racial groups. But instead of taking a school-by-school approach, they are tackling education reform on a district wide basis. This report extends the existing research by examining the experiences of three large urban school districts (and a portion of a fourth) that have raised academic performance for their district as a whole, while also reducing racial differences in achievement.</p>	Free	<a href="http://www.mdrc.org/publications/47/execsum.html">http://www.mdrc.org/publications/47/execsum.html</a>	Corinne Herlihy Research Analyst 16 East 34th Street New York, NY 10016 ph: 212-340-8816

MDRC	Evaluation/ Report	<p><b><i>The Talent Development High School Model: Context, Components, and Initial Impacts on Ninth-Grade Students' Engagement and Performance</i></b></p> <p>The report describes the context in which Talent Development operates, details the model's components, and documents its implementation in five high schools in a large, urban school district. It presents findings on Talent Development's effects on student achievement during the first three years of program operation, focusing on impacts for ninth-graders. The analysis is based on an innovative quasi-experimental research methodology.</p>	Free	<a href="http://www.mdrc.org/publications/105/overview.html">http://www.mdrc.org/publications/105/overview.html</a>	Corinne Herlihy Research Analyst 16 East 34th Street New York, NY 10016 ph: 212-340-8816
MDRC	Evaluation/ Report	<p><b><i>Career Academies Impacts on Students' Initial Transitions to Post-Secondary Education and Employment</i></b></p> <p>In 1993, MDRC began conducting the Career Academies Evaluation, a 10-year longitudinal study of the Academy model in nine schools around the country. The new impact findings presented in this report are based on survey data collected about one year after scheduled high school graduation. A later report will present results for the rest of the follow-up period.</p>	Free	<a href="http://www.mdrc.org/publications/105/overview.html">http://www.mdrc.org/publications/105/overview.html</a>	Corinne Herlihy Research Analyst 16 East 34th Street New York, NY 10016 ph: 212-340-8816
MDRC	Evaluation/ Report	<p><b><i>Career Academies Impacts on Students' Engagement and Performance in High School</i></b></p> <p>The report focuses on over 1,700 students who had applied for one of nine Career Academies participating in the evaluation. Students in the study sample were identified when they were in 8th or 9th grade, and this report follows them through the end of their scheduled 12th-grade year.</p>	Free	<a href="http://www.mdrc.org/publications/41/execsum.html">http://www.mdrc.org/publications/41/execsum.html</a>	Corinne Herlihy Research Analyst 16 East 34th Street New York, NY 10016 ph: 212-340-8816

<b>MDRC</b>	Evaluation/Report	<p><b><i>Project Transition: Testing an Intervention to Help High School Freshmen Succeed</i></b></p> <p>This is a report on the implementation and effects of Project Transition. Project Transition combines strategies that are becoming more common in K-12 settings across the nation: student-teacher clusters, extra time for teachers to work together, and a teacher "coach" meant to support instructional change. When implemented as a package, such an intervention tries to respond to two issues. First, can school be changed in ways that make students and teachers feel less anonymous and more engaged? Second, can this translate into improved student performance?</p>	Free	<a href="http://www.mdrc.org/publications/72/execsum.html">http://www.mdrc.org/publications/72/execsum.html</a>	<p>Corinne Herlihy Research Analyst 16 East 34th Street New York, NY 10016 ph: 212-340-8816</p>
<b>National Academy Foundation</b>	Reform Design	<p><b><i>NAF's Academy Frameworks</i></b></p> <p>The Frameworks articulate the common principles of career themed small learning communities organized as Academies. These guiding principles set forth the approach by which community and school stakeholders can plan and organize their efforts. The three components of the Academy Framework include: Learning Community, Partnership and Professional Development. Schools can use the "Profiles" in each of these areas, to assess their small learning communities against best practice criteria.</p>	Free	<a href="http://www.naf.org/resources/Publications">http://www.naf.org/resources/Publications</a>	<p>Gregg Betheil Vice President, Academy Programs 39 Broadway, Suite 1640 New York, NY 10006 Phone: 212-635-2400</p>
<b>National Academy Foundation</b>	Research Analysis	<p><b><i>Shaping Postsecondary Transitions</i></b></p> <p>The Institute on Education and the Economy (Teachers College, Columbia University) has published its findings from a study of ten NAF academies.</p>	Free	<a href="http://www.naf.org/curriculum">http://www.naf.org/curriculum</a>	<p>Gregg Betheil Vice President, Academy Programs 39 Broadway, Suite 1640 New York, NY 10006 Phone: 212-635-2400</p>

<b>National Association of Secondary School Principals</b>	Reform Framework	<b><i>Breaking Ranks II</i></b> This document highlights the seven strategies, three core areas and thirty-one recommendations in Breaking Ranks II™	Free	<a href="http://www.principals.org">http://www.principals.org</a>	John R. Nori, Director School Leadership Services 1901 Association drive Reston, VA 20191
<b>National Association of Secondary School Principals</b>	Monograph	<b><i>Breakthrough High Schools</i></b> , vol. 1 identifies and showcases exemplary high schools that have met the challenges of low-income/high minority student populations.	Free	<a href="http://www.principals.org/breakthrough/index.cfm">http://www.principals.org/breakthrough/index.cfm</a>	John R. Nori Director School Leadership Services 1901 Association drive Reston, VA 20191
<b>National Center on Education and the Economy</b>	Reform Design	<b><i>America's Choice high schools</i></b> This program aims to prepare every student to graduate ready to do rigorous college-level work. Every student is expected to be a competent reader and writer and to complete algebra and geometry by the end of 10th grade. America's Choice high schools are organized into a lower division (traditionally 9th and 10th grades) and an upper division (11th and 12th grades).	Contact for more information	<a href="http://www.ncee.org">www.ncee.org</a>	Bob Mackin Director 555 13 <sup>th</sup> Street, NW, Suite 500 West Washington, DC 20004 202-783-3668
<b>National Center on Education and the Economy</b>	Policy White Paper	<b><i>Building the Capacity of Schools, Districts and States to Educate All Students to High Standards: The Case of the America's Choice School Design</i></b>	Free	<a href="http://www.ncee.org">www.ncee.org</a>	Gretchen Cheney Senior Associate 555 13 <sup>th</sup> Street, NW, Suite 500 West Washington, DC 20004 Phone: 202-783-3668
<b>National Center on Secondary Education and Transition</b>	Research Syntheses	<b><i>High schools with authentic and inclusive learning practices: Selected features and findings;</i></b> <b><i>Accommodations for students with disabilities in high school;</i></b> <b><i>Collaboration between general and special education: Making it Work</i></b>	Free	<a href="http://www.ncset.org/publications/viewdesc.asp?id=1096">http://www.ncset.org/publications/viewdesc.asp?id=1096</a>	Mary Mack Associate Director 150 Pillsbury Drive, SE Room 6 Minneapolis, MN 55435

<b>National Clearinghouse for Comprehensive School Reform</b>	Online reform models catalog	<b><i>Catalog of School Reform Models</i></b> The Catalog of School Reform Models was designed to help educators find an external model that meets the needs of their school. It provides descriptions of 26 whole-school models plus additional entries on reading/language arts models. The Catalog is produced jointly by the Northwest Regional Educational Laboratory (NWREL) and the National Clearinghouse for Comprehensive School Reform (NCCSR).	Free	<a href="http://www.nwrel.org/scpd/catalog/index.shtml">http://www.nwrel.org/scpd/catalog/index.shtml</a>	NCCSR 1319 F St, NW, Suite 900 Washington, D.C. 20004-1152 <a href="http://www.goodschools.gwu.edu">www.goodschools.gwu.edu</a>
<b>National Council of La Raza</b>	Reform Initiative	<b><i>Early High School Demonstration Project</i></b> This programs is supporting 12 high schools across the U.S. where students will graduate with a high school diploma and up to two years of college credit.	Contact for more information	<a href="http://www.nclr.org/content/programs/detail/783/">http://www.nclr.org/content/programs/detail/783/</a>	Luis Genao CSDI Director of Curriculum and Instruction 1111 19th St, NW Suite 1000 Washington, DC 20036
<b>National Council of La Raza</b>	Reform Initiative	<b><i>Charter School Development Initiative (CSDI)</i></b> This initiative provides grants, regional “cluster” meetings, training and technical assistance.	Contact for more information	<a href="http://www.nclr.org/content/programs/detail/783/">http://www.nclr.org/content/programs/detail/783/</a>	Luis Genao CSDI Director of Curriculum and Instruction 1111 19th St, NW Suite 1000 Washington, DC 20036
<b>National Forum to Accelerate Middle-Grades Reform</b>	Policy Statement	<b><i>Small Schools and Small Learning Communities</i></b> The National Forum calls for federal, state, and local policymakers to provide resources and support to create small schools at the middle-grades level. In those cases where small schools are not feasible, district and school leaders should break down large middle-grades schools into smaller schools or small learning communities where teams of teachers share small groups of students (sometimes called clusters or houses).	Free	<a href="http://www.mgforum.org/Policy/policy.asp">http://www.mgforum.org/Policy/policy.asp</a>	Deborah Kasak Executive Director EDC 55 Chapel Street Newton, MA 02458-1060 <a href="mailto:mgforum@edc.org">mgforum@edc.org</a>

<b>National Forum to Accelerate Middle-Grades Reform</b>	Best Practices	<p><b><i>Schools To Watch</i></b></p> <p>After a year of collaboration, the National Forum identified <u>criteria</u> to describe high-performing schools that serve students in the middle grades. Such schools are academically excellent, responsive to the developmental challenges of young adolescents, and socially equitable, with high expectations for all students. The Forum conducted a national search for four "Schools to Watch" that meet its criteria. The Forum received almost 40 applications from schools around the country. Among those that applied, we visited nine and selected four as "Schools to Watch."</p>	Free	<a href="http://www.mgforum.org/Improvingschools/STW/STWbackground.htm">http://www.mgforum.org/Improvingschools/STW/STWbackground.htm</a>	Deborah Kasak Executive Director EDC 55 Chapel Street Newton, MA 02458-1060 mgforum@edc.org
<b>National Organization of State Directors of Career Technical Education Consortium</b>	Reform Design	<p><b><i>Career Clusters</i></b></p> <p>Partnership programs that link what students learn in school with the knowledge and skills they need for success in college and careers. Career clusters identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace, so students can learn in school and what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.</p>	Contact for more information	<a href="http://www.careerclusters.org/">http://www.careerclusters.org/</a>	Kimberly Green Executive Director 444 North Capitol St., NW Washington, DC 20001 202-737-0303
<b>National Youth Employment Coalition</b>	Education Criteria & Self Assessment Tool	<p><b><i>NYEC EDNet</i></b></p> <p>This is a tool for continuous improvement for education programs and schools. NYEC EDNet consists of detailed criteria identified as common to effective education programs and schools by a national working group of educators, practitioners, policymakers, and researchers. NYEC EDNet includes a comprehensive self-assessment that can assist education programs and schools improve their services and also inform policymakers, funders and the public about what works for youth.</p>	Free	<a href="http://www.nyec.org">www.nyec.org</a>	Mala B. Thakur Director, Capacity Building Initiatives 1836 Jefferson Place, NW Washington , DC 20036 Phone: 202 -659-1064



<b>Pathways to College Network</b>	Research Synthesis	<p><b><i>Improving college access for minority, low-income and first generation students</i></b></p> <p>This paper synthesizes the conclusions from three white papers commissioned by the Pathways to College Network into five summary recommendations: 1) Raise expectations for all students. 2) Provide academic support. 3) Improve social support for students. 4) K-16 Alignment. 5) Make quality evaluations a component of all new efforts.</p>	Free	<a href="http://www.pathwaystocollege.net/webarticles/anmviewer.asp?a=384&amp;z=43">http://www.pathwaystocollege.net/webarticles/anmviewer.asp?a=384&amp;z=43</a>	Ann Coles Senior Vice President and Director 31 St. James Ave Boston, MA 02116 617-426-0681
<b>Pathways to College Network</b>	Research Synthesis	<p><b><i>How is School Reform Tied to Increasing College Access and Success for Low-Income and Minority Youth?</i></b></p> <p>This paper evaluates specific high school reform initiatives in terms of their impact on predictors of college going behavior among low-income and minority students. The reform initiatives are categorized based on the primary issue they address: academic rigor in the curriculum; the academic and social structure of the school; and curricular alignment. The paper identifies promising practices within existing initiatives and offers recommendations for future reform</p>	Free	<a href="http://www.pathwaystocollege.net/webarticles/anmviewer.asp?a=384&amp;z=43">http://www.pathwaystocollege.net/webarticles/anmviewer.asp?a=384&amp;z=43</a>	Ann Coles Senior Vice President and Director 31 St. James Ave Boston, MA 02116 617-426-0681
<b>Rural School and Community Trust</b>	Authentic Assessment Tool	<p><b><i>Place-Based Learning Portfolio</i></b></p> <p>A self-evaluation system in which school and community groups gather evidence of their place-based learning efforts, tell the story of their work while drawing on that evidence, and then analyze and reflect on their progress toward their goals.</p>	Free	<a href="http://www.ruraledu.org/topics/placebased.htm">http://www.ruraledu.org/topics/placebased.htm</a>	Rachel Tompkins President 1530 Wilson Blvd. #240 Arlington, VA 22209 (703) 243-1487
<b>Southern Regional Ed Board/High Schools That Work</b>	Reform Design	<p><b><i>High Schools That Work</i></b></p> <p>HSTW is the largest and oldest of the Southern Regional Education Board's seven school-improvement initiatives for high school and middle grades leaders and teachers. More than 1,100 HSTW sites in 30 states are using the HSTW framework of goals and key practices to raise student achievement.</p>	Contact for more information	<a href="http://www.sreb.org/main/highschools/highschoolsindex.asp">http://www.sreb.org/main/highschools/highschoolsindex.asp</a>	Linda Dove Urban School Improvement Consultant 592 10th Street Atlanta, GA 30318 404-962-9623

Southern Regional Ed Board	Report	<p><b><i>Using Rigor, Relevance and Relationships to Improve Student Achievement: How Some Schools Do It</i></b></p> <p>The primary challenge for high schools is preparing students for postsecondary education and careers. This publication illustrates how 26 high schools have met the challenge by integrating academic and career/technical instruction, establishing mentoring and teacher advisement, expecting more of their students, working with local colleges and universities, and cooperating with the business community. These strategies can help other schools achieve similar success.</p>	Free	<a href="http://www.sreb.org/programs/hstw/Outstanding/op2004.asp">http://www.sreb.org/programs/hstw/Outstanding/op2004.asp</a>	<p>Linda Dove Urban School Improvement Consultant 592 10th Street Atlanta, GA 30318 404-962-9623</p>
What Kids Can Do, Inc.	Youth engagement	<p><b>The Schools We Need: Creating Small High Schools That Work For Us</b></p> <p>What's so different about a small high school, compared to a large one? When school leaders decide to create more small schools in their district, how do students experience the change in their everyday routines, as well as in their sense of power and possibility? In this publication—a joint effort of WKCD, the Bronx New Century High Schools, and the Carnegie Corporation—two dozen students in Bronx, NY talk about their experiences planning and attending small schools and breaking down large high schools.</p> <p><b>Learning Outside the Lines: Six Innovative Programs That Reach Youth</b></p> <p>This report, prepared in conjunction with the WK Kellogg Foundation, details distinctive learning environments, in and outside school, that garner from young people deep engagement and high achievement. Featured are the Llano Grande Center in Edcouch-Elsa, TX; the Educational Video Center in New York City; Best Practice High School in Chicago; the Algebra Project in Jackson, MS; The Food Project in Boston; and The Met in Providence, RI.</p>	Free	<a href="http://www.whatkidscando.org/Publications/A_PublicationsDirectory.html">http://www.whatkidscando.org/Publications/A_PublicationsDirectory.html</a>	<p>Barbara Cervone President P.O. Box 603252 Providence, RI 02906 (401) 247-7665</p>

## Dimension of Change: Preparing and Developing Educators

Organization	Resource Type	Brief Description	Cost	Format/ Order Information	Contact Information
Alliance for Excellent Education	Policy Analysis	<i>New Teacher Excellence</i> Examines what we know about effective induction programs and offer examples of programs around the nation that might serve as models for others. It argues that by implementing effective mentoring and professional development programs for new teachers in schools across the country, we greatly increase our chances of retaining the teachers who are coming into the profession as the result of a variety of recruitment efforts.	Free	<a href="http://www.all4ed.org/publications/NewTeacherExcellence/NTE.pdf">http://www.all4ed.org/publications/NewTeacherExcellence/NTE.pdf</a>	Cindy Sadler Vice President of External Relations 1101 Vermont Avenue NW, Suite 411 Washington, DC 20005 Phone: 202-842-4888
Alliance for Excellent Education	Issue and Policy Briefs	<i>Tapping the Potential: Retaining and Developing High-Quality New Teachers;</i> <i>The Alliance's Teacher and Principal Quality;</i> <i>Initiative Policy Brief: An Overview of Current and Proposed Federal Legislation;</i> <i>Teacher and Principal Quality--Case Studies</i>	Free	<a href="http://www.all4ed.org/teacher_principal/index.html">http://www.all4ed.org/teacher_principal/index.html</a>	Cindy Sadler Vice President of External Relations 1101 Vermont Ave, NW, Suite 411 Washington, DC 20005 Phone: 202-842-4888
Alliance for Excellent Education	Resources on Adolescent Literacy	<i>How to Know a Good Adolescent Literacy Program When You See One: Quality Criteria to Consider;</i> <i>The Literacy Coach;</i> <i>Adolescents and Literacy: Summary of Literacy Practices;</i> <i>Reading for the 21st Century: Adolescent Literacy Teaching and Learning Strategies;</i> <i>List serve on Adolescent Literacy</i>	Free	<a href="http://www.all4ed.org/publications/LiteracyCoach.pdf">http://www.all4ed.org/publications/LiteracyCoach.pdf</a>	Cindy Sadler Vice President of External Relations 1101 Vermont Avenue NW, Suite 411 Washington, DC 20005 Phone: 202-842-4888

<b>Buck Institute for Education</b>	Curriculum and instructional tools	To make secondary schools and classrooms more effective through the use of problem and project based instruction, BIE creates curriculum materials, trains teachers in their use, and conducts and disseminates research. Current programs target high school social science. Over the next 5 years, we will provide teachers with additional problem based units for high school government/civics, world history, geography, world cultures, and US history. Resources now available include problem-based units for Economics and Government; Learning Handbook; Professional Development; Online Training ; Research on Engaging Classroom Instruction and Technology	Contact for more information	<a href="http://www.bie.org">http://www.bie.org</a>	John R. Mergendoller, Executive Director 18 Commercial Boulevard Novato, CA 94949 Phone: 415-883-0122
<b>College Board</b>	Programs for Students and Educators	The College Board provides programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Professional development institutes, workshops, conferences, and online services provide support to middle and high school teachers, superintendents, curriculum specialists, and others. Key programs include: <i><b>AP Workshops and Institutes:</b></i> content-focused programs to improve teachers' content knowledge and instruction <i><b>Springboard:</b></i> a college success initiative for all students that provides comprehensive support in reading, writing and math grades 6-12; includes teacher professional development, instructional resources, and diagnostic assessments	Contact for more information	<a href="http://www.collegeboard.com">www.collegeboard.com</a>	Tom Rudin, Vice President, Corporate and Foundation Relations 1233 20th Street, NW Washington, DC 20036-2304 Phone: (202) 822-5900
<b>Education Alliance at Brown University</b>	Publication	<i><b>Dynamics of Change in High School Teaching: A Study of Innovation in Five Vermont Professional Development Schools</b></i> This document provides an up-close look at how teachers and students supply the necessary energy to initiate organic change in high schools, and it examines the process by which such innovations can be sustained in the broader educational system.	Contact for more information	<a href="http://www.alliance.brown.edu/pubs/dyn_of_chng/dyn_of_chng.pdf">http://www.alliance.brown.edu/pubs/dyn_of_chng/dyn_of_chng.pdf</a>	Joe DiMartino, Director Secondary School Redesign Education Alliance 222 Richmond Street Providence, RI 02903 Phone: 800-521-9550

<b>Education Alliance at Brown University</b>	Tools for Adolescent Literacy	<p><b><i>Adolescent Literacy Collaboratory</i></b> Teams of teachers from multiple school sites work together to improve the teaching of literacy across content areas. The innovative work environment combines content from the Knowledge Loom (knowledgeloom.org) with online collaboration tools to provide teachers with techniques for teaching literacy across content areas.</p> <p><b><i>Adolescent Literacy Resources</i></b> This resource discusses research from several fields related to the support of adolescent literacy development. It is designed to: provide knowledge and resources in the adolescent literacy field, and identify key resources for a particular project.</p> <p><b><i>Perspectives on Policy and Practice: Content Area Literacy</i></b> Investigates the ways in which schools can promote adolescent literacy initiatives within the content areas, and addresses where leadership and support for these initiatives should be anchored.</p>	\$8 - \$18	<a href="http://www.alliance.brown.edu">http://www.alliance.brown.edu</a>	Alli Brettschneider Secondary School Redesign Education Alliance at Brown University 222 Richmond Street Providence, RI 02903 Phone: 800-521-9550, x318
<b>Education Alliance at Brown University</b>	Online Professional Development	<p><b><i>Knowledge Loom</i></b> A web-based professional development resource for k-12 educators featuring topics of particular importance to the nation's education agenda. Spotlights with more in-depth content include Adolescent Literacy; and Redesigning High Schools</p>	Free	<a href="http://knowledgeloom.org">http://knowledgeloom.org</a>	Alli Brettschneider Secondary School Redesign Education Alliance at Brown University 222 Richmond Street Providence, RI 02903 Phone: 800-521-9550, x318
<b>Education Trust</b>	Professional Development	<p><b><i>Standards in Practice</i></b> Professional development for school personnel delivered through regular meetings of 8-person teams on the school site .SIP is a quality control tool that can be used to evaluate classroom assignments, projects, courses, curricula, even teachers' and administrators' performances, ensuring that all activities in classrooms parallel those with the utmost capacity. It works by engaging teachers in teams to examine their assignments, as well as the resulting student work on a regular basis.</p>	Contact for more information	<a href="http://www2.edtrust.org/EdTrust/SIP+Professional+Development/">http://www2.edtrust.org/EdTrust/SIP+Professional+Development/</a>	Stephanie Robinson or Ruth Mitchell 1250 H St. NW, Suite 700 Washington, DC 20005 PH: 202-293-1217

<b>Education Trust</b>	Network	<b><i>National Center for Transforming School Counseling at the Education Trust (NCTSC)</i></b> “College Ready, Work Ready, Same Preparation” is the mission of the Center. The NCTSC is a nation-wide network of organizations, state departments of education, school counselor professional associations, institutions of higher education and school districts currently involved in the transforming school counseling initiative.	Free	<a href="http://www2.edtrust.org/EdTrust/Transforming+School+Counseling">http://www2.edtrust.org/EdTrust/Transforming+School+Counseling</a>	Maya Garrett, Program Coordinator 1250 H St. NW, Suite 700 Washington, DC 20005 PH: 202-293-1217
<b>Institute for Research and Reform in Education</b>	Position Paper	<b><i>First Things First’s Approach to Improving Instruction</i></b> This report clarifies the strategies First Things First uses to improve instruction and provides research supporting those strategies.	Free	<a href="http://www.irre.org/pdf_files/TLMonographwRef.pdf">www.irre.org/pdf_files/TLMonographwRef.pdf</a>	Linda Gerson IRRE 1420 Locust St, Suite 7Q Philadelphia, PA 19102 Phone: 215-545-1335
<b>Jobs for the Future</b>	Teacher professional development	<b><i>Stretch, Bend, and Flex: The Experiences of First-Year Teachers from the Urban Teacher Training Collaborative;</i></b> <b><i>Preparing Urban Teachers: A Community Curriculum for Interns and New Teachers</i></b>	Free	<a href="http://www.jff.org/jff/kc/library/0217">http://www.jff.org/jff/kc/library/0217</a>	Adria Steinberg Program Director 88 Broad St. Boston, MA 02110 617.728.4446
<b>National Association of Secondary School Principals</b>	Policy paper	<b><i>Supporting Principals Who Break Ranks</i></b> This policy paper contains recommendations for district, state, and federal administrators and policymakers as they begin the difficult task of supporting HS reform.	Free	<a href="http://www.principals.org">http://www.principals.org</a>	John R. Nori Director, School Leadership Services 1901 Association drive Reston, VA 20191
<b>National Center on Education and the Economy</b>	Research-based program	<b><i>Ramp-Up to High School Literacy Teacher Curriculum and Professional Development</i></b> A designed to help students who are two or more levels below grade in reading to become proficient readers. Six-day summer seminar (with two 2-day follow-up sessions) that immerses teachers in effective practices for teaching high school students who are struggling with reading. Focuses on grade 9 in year one, grade 10 in year two.	Cost depends on number of teachers enrolling	<a href="http://www.ncee.org">www.ncee.org</a>	Bob Mackin Director, America’s Choice High Schools 555 13 <sup>th</sup> Street, NW, Suite 500 West Washington, DC 20004 Phone: 202-783-3668

<b>National Center on Education and the Economy</b>	Book	<p><b><i>The Principal Challenge: Leading and Managing Schools in an Era of Accountability</i></b></p> <p>This book focuses directly on the causes and cures of the crisis in school leadership.</p>	\$28	<a href="http://www.ncee.org">www.ncee.org</a>	Gretchen Cheney Senior Associate 555 13 <sup>th</sup> Street, NW, Suite 500 West Washington, DC 20004 Phone: 202-783-3668
<b>National Center on Secondary Education and Transition</b>	Research Synthesis	<p><b><i>Collaboration between general and special education: Making it work.</i></b></p> <p>Special education and general education teachers nationwide now find they need to develop new skills and strategies to meet the challenges of providing access to the general curriculum for all students, including those with disabilities. This brief calls for greater collaboration between general and special education teachers as one strategy for facilitating this access. The brief outlines a five-step model for implementing collaborative relationships and provides further resources for practitioners.</p>	Free	<a href="http://www.ncset.org/publications/">www.ncset.org/publications/</a>	Mary Mack Associate Director NCSET 150 Pillsbury Drive, SE Room 6 Minneapolis, MN 55435
<b>National Center on Secondary Education and Transition</b>	Research Synthesis	<p><b><i>Using post-school outcome data to improve practices and policies in restructured inclusive high schools.</i></b></p> <p>This brief describes the findings of a research study conducted by the Research Institute on Secondary Education Reform (RISER) on educators' perceptions of the usefulness of collecting postschool outcomes information. The brief also provides a discussion of ways educators might use such data, and provides recommendations for collecting and analyzing postschool outcome data from educators' perspectives.</p>	Free	<a href="http://www.wcer.wisc.edu/riser/Brief%206.pdf">http://www.wcer.wisc.edu/riser/Brief%206.pdf</a>	Mary Mack Associate Director NCSET 150 Pillsbury Drive, SE Room 6 Minneapolis, MN 55435



<b>National Clearinghouse for Comprehensive School Reform</b>	Workshop	<b><i>Scientifically Based Research (SBR) Workshop: Identifying Research-Based Solutions for School Improvement</i></b> This workshop that aims to provide educators with the skills they need to find, identify and make good use of the best available educational research. The workshop includes a PowerPoint presentation on finding evidence-based solutions for school improvement; a guide for facilitators who wish to offer this presentation; illustrative handouts, activities and reference tools that explain key research terms and components; and examples of high-quality research.	Register for free download or contact to schedule a presentation by NCCSR staff	<a href="http://www.goodschools.gwu.edu/pubs/sbrsub.php">http://www.goodschools.gwu.edu/pubs/sbrsub.php</a>	Monica R. Martinez Senior Associate 1001 Connecticut Avenue, NW Suite 301 Washington, DC 20036 Phone: 202-822-8405
<b>National Forum to Accelerate Middle-Grades Reform</b>	Policy Statement	<b><i>Teacher Preparation, Licensure, and Recruitment</i></b> The National Forum believes that specialized professional preparation and licensure are critical if we are going to improve middle-grades education across this country and help all students meet the high standards expected of them. Both research and experience tell us that nothing is more important in improving student learning and achievement than teacher quality. If we want our eighth graders to meet both national and international standards of performance, then we must ensure that their middle-grades teachers have the essential knowledge, skills, and dispositions to teach youngsters at this unique developmental stage.	Free	<a href="http://www.mgforum.org/Policy/policy.asp">http://www.mgforum.org/Policy/policy.asp</a>	Deborah Kasak Executive Director EDC 55 Chapel Street Newton, MA 02458-1060 mgforum@edc.org
<b>National Staff Development Council</b>	Professional Development Tools	<b><i>Revised Standards for Staff Development</i></b> The standards reflect what NSDC and the broader staff development community have learned about professional learning since the creation of the original standards in 1995. Resources include: Standards Self-Assessment Inventory; how other schools and districts have implemented the standards	Contact for more information	<a href="http://www.nsd.org">www.nsd.org</a>	Stephanie Hirsh, Deputy Executive Director NSDC 5995 Fairfield Road, Suite 4 Oxford, OH 45056 513-523-6029 phone



<b>What Kids Can Do, Inc.</b>	Book on teaching	<p><b><i>Fires in the Bathroom: Advice for Teachers from High School Students</i></b></p> <p>What's a new teacher to do when "she's trying to be nice and they're setting fires in the bathroom," as one Oakland teenager put it? How can a teacher transcend the barriers of adolescent identity and culture to reach across diverse students in today's schools? Forty students from three cities contributed their perceptive and pragmatic answers to help create this riveting guide for any teacher of teenagers.</p>	See ordering information	To order copies, go to <a href="http://www.amazon.com">www.amazon.com</a> or for quantity discounts call the publisher at 1-800-233-4830.	Barbara Cervone President P.O. Box 603252 Providence, RI 02906 (401) 247-7665
<b>What Kids Can Do, Inc.</b>	Guide for teachers	<p><b><i>First Ask, Then Listen: How to Get Your Students to Help You Teach Them Better</i></b></p> <p>This short manual describes the process and questions behind WKCD's book <i>Fires in the Bathroom</i>. It offers prompts and exercises for teachers wanting to start a dialogue with their own students.</p>	Free	<a href="http://www.whatkidscando.org/Publications/A_PublicationsDirectory.html">http://www.whatkidscando.org/Publications/A_PublicationsDirectory.html</a>	Barbara Cervone President. P.O. Box 603252 Providence, RI 02906 (401) 247-7665

## Dimension of Change: Active, Powerful, and Knowledgeable Communities and Youth

Organization	Resource Type	Brief Description	Cost	Format/ Order Information	Contact Information
<b>Center on Education Policy</b>	Parent/Student Guide	<p><b><i>It Pays To Study Hard</i></b> This guide helps parents understand why it is important for their children to study harder, learn more and take challenging courses in middle school and high school. Available in Spanish</p> <p><b><i>Higher Learning = Higher Earnings</i></b> This guide provides young people with practical information they can use to guide their decisions regarding study beyond high school and careers to pursue.</p>	Free	<a href="http://www.cep-dc.org/educationjobs/">http://www.cep-dc.org/educationjobs/</a>	Keith Gayler, Associate Director 1001 Connecticut Avenue, NW, Suite 522 Washington, DC 20036 Phone: 202-822-8065
<b>Cross City Campaign for Urban School Reform</b>	Community-school engagement	<p><b><i>Strong Neighborhoods, Strong Schools: A Comprehensive Series of Reports on the Findings of the Indicators Project on Education Organizing</i></b> This one-of-a-kind research project documents the results that empowered parents achieve in improving academic achievement and in strengthening community capacity.</p>		<a href="http://www.crosscity.org/pdfs/StrNbrhdsStrSchls.pdf">http://www.crosscity.org/pdfs/StrNbrhdsStrSchls.pdf</a>	Diana Nelson Executive Director 407 S. Dearborn Street Suite 1725 Chicago, IL 60605 312-322-4880
<b>Forum for Youth Investment</b>	Online technical assistance services, resources and tools	<p><b><i>High School Pupil Success Act Technical Assistance Web Site</i></b> The High School Pupil Success Act (HSPSA) is intended to increase student success by supporting the development of district-community alliances, public engagement, school transformation and systemic district reform and to develop models for high school reinvention efforts in eleven California communities.</p>	Free	<a href="http://www.forumforyouthinvestment.org/hspsa/hspsa">http://www.forumforyouthinvestment.org/hspsa/hspsa</a>	Francine Joselowsky Senior Program Associate The Cady-Lee House 7064 Eastern Avenue NW Washington, DC 20012 202.207.3333
<b>Institute for Research and Reform in Education</b>	Guide	<p><b><i>A Guide for Family Advocates</i></b> The guide provides a description of First Things First's Family Advocate System and clarifies the roles of advocates, students, and parents with the system. Tools for use during the advocate period are also provided for advocates.</p>	Free	Copies available upon request from IRRE.	Laurie Levin Director 1420 Locust Street, Suite 7Q Philadelphia, PA 19102 Phone: 215-545-1335

<b>Public Education Network</b>	Research	<b><i>Community Counts: How Youth Organizations Matter for Youth Development</i></b> From a dozen years of conversations with youth in challenging urban and rural settings, Milbrey W. McLaughlin and colleagues have learned what motivates youth to participate in community-based organizations that serve them. From her study, we have a better understanding of what effective youth-based organizations look like and what youth gain by participating. In addition, we know more about what communities can do to cultivate and sustain more effective programs for youth.	Free	<a href="http://www.publiceducation.org/pdf/communitycounts.pdf">http://www.publiceducation.org/pdf/communitycounts.pdf</a>	William Miles Director of Policy 601 13th St., NW Suite 900 Washington, DC 20001 202-628-7460
<b>What Kids Can Do, Inc.</b>	Book	<b><i>What We Can't Tell You: Teenagers Talk to the Adults in Their Lives</i></b> How much do parents and other adults really know about the adolescents they care about? What do teenagers need from adults—if only they could say so? 75 youth from metropolitan areas and rural places around the US—ordinary teenagers who reflect the diversity of this country's families and communities—offer some compelling answers.	Free	<a href="http://www.whatkidscando.org/studentwork/WhatWeCantTellYou.html">http://www.whatkidscando.org/studentwork/WhatWeCantTellYou.html</a>	Barbara Cervone President P.O. Box 603252 Providence, RI 02906 (401) 247-7665
<b>What Kids Can Do, Inc.</b>	Student-Teacher Research	<b><i>Student Research for Action</i></b> Twelve student-teacher action research teams developed products through a competitive grant to: Target an issue meaningful to the school and/or community and show promise of impact; Lead participants through an extended period of research that includes a formulation of the problem, a research design, data collection and analysis, and the creation of a final product; Put students in a leadership role; Earn students academic credit; Culminate in a public presentation and action plan.	Free	<a href="http://www.whatkidscando.org/studentresearch/progressreportintro.html">http://www.whatkidscando.org/studentresearch/progressreportintro.html</a>	Barbara Cervone President P.O. Box 603252 Providence, RI 02906 (401) 247-7665
<b>What Kids Can Do, Inc.</b>	Resource Guide	<b><i>Making Students Partners in High School Redesign</i></b> An annotated list of print and online resources available from What Kids Can Do	Free	<a href="http://www.whatkidscando.org/Publications/A_PublicationsDirectory.html">http://www.whatkidscando.org/Publications/A_PublicationsDirectory.html</a>	Barbara Cervone President P.O. Box 603252 Providence, RI 02906 (401) 247-7665